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ABSTRACT

A summary of findings of Elementary and Secondary Education Act (ESEA), Title I programs for the years 1965-1967 in the State of New York comprises this report. About 20 percent of public school children and ten percent of private school children participated in Title I programs during these two years. Tables give data on pupil personnel services, reading, English language arts, and mathematics programs. In addition, information and statistics on the following topics are discussed and provided in graph form: annual cost of social service institutions, grade 4 Metropolitan Achievement Test results, secondary school reading achievement, remediation and enrichment services, methods (guidance, counseling, individualized instruction, intensive and remedial reading) used to encourage improved performance, standardized and teacher tests and grades, and the College Discovery and Development Program (CDDP). In general, it was felt that Title I programs were effective. (KG)

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Closing the Gap

A Report of the First Two Years of
Experience with ESEA, Title I in New York State

August 1968

The University of the State of New York
THE STATE EDUCATION DEPARTMENT
Albany, New York 12224

UD 009 471

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FOREWORD

The Elementary and Secondary Education Act, initiated by the Congress in 1965, provides funding for special educational programs designed to broaden and strengthen education for the children of poverty. During the past 3 years approximately $4 billion have been allocated for use in areas with high concentrations of the economically disadvantaged. Of these funds, about $340 million were allocated to New York State.

Closing the Gap documents both positive effects achieved and obstacles still to be overcome in equalizing educational opportunities.

The format and the presentation of the data were devised by Leo D. Doherty, Associate in Education Research, with the assistance of Elsie L. Finkelstein, who is responsible for the State evaluation of Title I programs.

LORNE H. WOOLLATT
Associate Commissioner for Research and Evaluation

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SUMMARY OF FINDINGS 1965-67

(Based on most recent data available)

1. More than 6,000,000 children ages 5-17 in the United States were included in the category classified as economically deprived[1] and constituted the national ESEA Title I eligibility.

2. Of these children over 6 percent (or about 406,000) were located in New York State in 1966 and constituted 9.8 percent of the State's total public and nonpublic school enrollment. Further, over 70 percent of the State's deprived were located in the State's "Big Six" cities.

3. Within the State of New York about 20 percent of the public and 10 percent of the nonpublic school children participated in the Title I program during the first 2 years of operation.

4. The single largest program area was reading and included 39 percent of the programs funded.

5. The number of children by grade level grouping who participated in the reading programs is shown in Table 1. Local evaluators indicated that all but 1,300 of the nearly 315,000 participants improved with the help of the various specialized reading programs.[2]

[1] The terms economically deprived and educationally deprived are not synonymous.

[2] One of the "Big Six" cities offered a reading program to about 3,200 children aged 7 through 13 for an 8 month period. Standardized test results indicated that an 8.9 month gain had been made. This ratio in excess of one to one was classified as "marked" improvement by the local evaluators. Similarly, a mathematics program with about 1,700 students showed about a 7 month gain for an 8 month instructional period. This less than one to one ratio was classified as "some" improvement by the local evaluators.

TABLE 1

Title I ESEA — Children Participating in Reading Programs

Grade Level	State Total	N.Y.C. Only	N.Y.S. Excluding N.Y.C.	Level of Improvement											
				Marked				Some				None			
				N.Y.C.	%	Upstate	%	N.Y.C.	%	Upstate	%	N.Y.C.	%	Upstate	%
1-3	136,115	94,985	41,130	94,985	100	17,686	43	—	—	23,444	57	—	—	0	0
4-6	117,813	77,784	40,029	77,784	100	16,812	42	—	—	22,817	57	—	—	400	1
7-9	49,093	22,686	26,407	—	—	8,186	31	22,686	100	17,693	67	—	—	528	2
10-12	11,748	—	11,748	—	—	3,289	28	—	—	8,107	69	—	—	352	3
Total	314,769	195,455	119,314	172,769		45,973		22,686		72,061				1,280	

TABLE 2

Title I ESEA — Children Participating in Pupil Personnel Services

Grade Level	State Total	N.Y.C. Only	N.Y.S. Excluding N.Y.C.	Level of Improvement											
				Marked				Some				None			
				N.Y.C.	%	Upstate	%	N.Y.C.	%	Upstate	%	N.Y.C.	%	Upstate	%
Pre-K	10,300	222	10,078	—	—	2,116	21	222	100	7,660	76	—	—	302	3
1-3	35,879	5,080	30,799	—	—	7,392	24	5,080	100	22,791	74	—	—	616	2
4-6	33,085	6,335	26,750	—	—	6,420	24	6,335	100	20,330	76	—	—	0	0
7-9	19,706	910	18,796	—	—	3,947	21	910	100	14,661	78	—	—	188	1
10-12	11,576	233	11,343	—	—	2,722	24	233	100	8,621	76	—	—	0	0
Total	110,546	12,780	97,766			22,597		12,780		74,063				1,106	

TABLE 3

Title I ESEA — Children Participating in English Language Arts

Grade Level	State Totals	Level of Improvement					
		Marked		Some		None	
		State Total	%	State Total	%	State Total	%
Pre-K	578	329	57	220	38	29	5
1-3	3,764	1,543	41	2,221	59	0	0
4-6	3,332	933	28	2,399	72	0	0
7-9	1,753	333	19	1,420	81	0	0
10-12	1,014	254	25	710	70	50	5
Total	10,441	3,392	32	6,970	67	79	1

6. Table 2 shows the number of children who participated in the variety of programs offered under the heading of pupil personnel services. Viewed in one way, about one eighth of a million students participated and all but 1,300 were judged to have shown "some" or "'marked' improvement as a result of the exposure.

7. Table 3 shows a distribution of the number of children who participated in English language arts programs by grade level. "Some" or "marked" im-

provement was judged via the local evaluations to have been achieved in 99 percent of the programs.

8. Table 4 shows that about 21,000 children participated in mathematics programs and that the majority of these children were at the elementary grade level. Also, about 18 percent of the students were judged to have achieved "marked" improvement while over 50 percent of the children achieved "some" improvement according to local evaluations.

TABLE 4

Title I ESEA — Children Participating in Mathematics Programs

Grade Level	State Totals	Level of Improvement					
		Marked		Some		None	
		State Total	%	State Total	%	State Total	%
1-3	5,923	899	15	4,920	83	104	2
4-6	8,107	1,208	15	3,203	39	3,696	46
7-9	4,573	823	18	1,286	28	2,464	54
10-12	2,895	955	33	1,940	67	0	0
Total	21,498	3,885	18	11,349	53	6,264	29

BACKGROUND

The Immensity of the Problem

In the United States there are about 48.5 million children enrolled in elementary and secondary schools. Chart 1 indicates that 12.4 percent of these are in the category of the economically deprived requiring special programs. For the present paper "deprived" is defined as follows: children between age 5 and age 17, inclusive, in families with an annual income of less than $2,000 according to the 1960 United States Census, and children in families whose annual income was more than $2,000 but who were receiving aid under the Aid for Dependent Children program in Title IV of the Social Security Act. Public, nonpublic, and out-of-school children were counted.

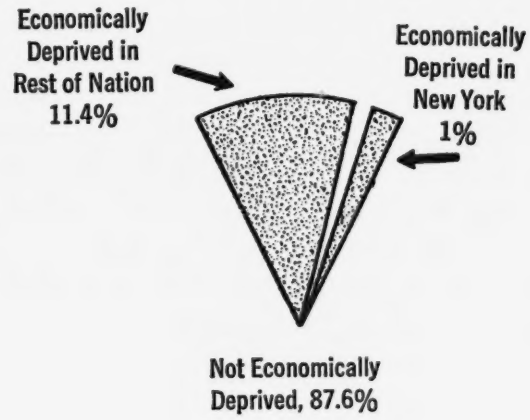
From the chart it may be seen that:

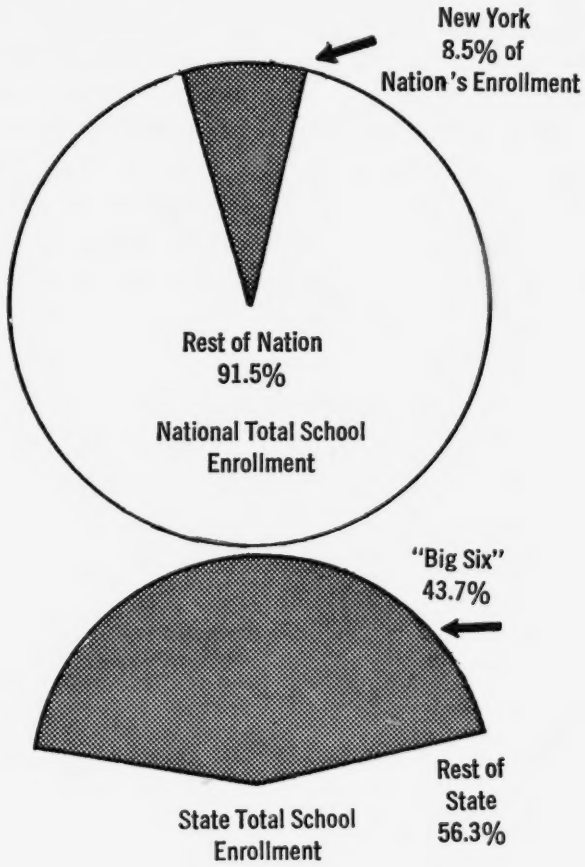
1. For each 100 students enrolled in elementary and secondary schools in the United States there is one deprived child in New York State; there are an additional 11.4 such children among the other 49 states.
2. New York State has 8.5 percent of the total United States elementary and secondary school enrollment.
3. New York State has 6.7 percent of the total number of deprived children in the United States.
4. For each 100 students enrolled in elementary and secondary schools in New York State, there are 7 deprived children among the State's 6 largest cities; there are another 2.8 such children throughout the rest of the State.
5. The 6 largest cities in New York State enroll 43.7 percent of the State's elementary and secondary school children.
6. The 6 largest cities in New York State have 71.5 percent of all of the State's deprived children.

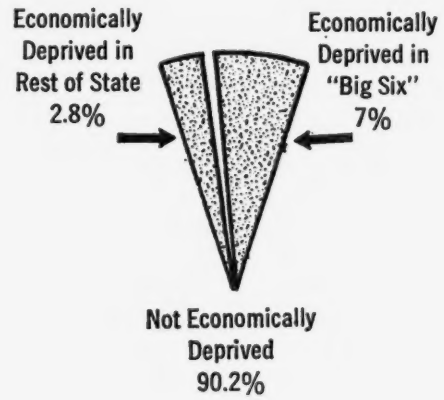
In summary, it may be seen from the chart that the need to solve the problem of developing educationally deprived students to a point where they have possibilities of becoming contributors to the economy is indeed great, both on the national and the State level. Particularly striking is the problem confronting the State's "Big Six" cities.

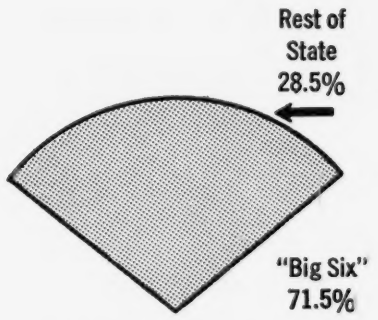
CHART 1

New York State's Portion of the National Problem
is in the "Big Six" Cities' School Enrollment









Alternates to the Proposed Situation

No nation can stand by idly and watch part of a generation fail to contribute toward that nation's economy. Every smaller governing body within the nation must constantly concern itself with plans which tend to expand the horizons of youth who some day may not find employment. One facet of the problem is the provision of an education geared to the abilities of the deprived. More important, however, is the fact that the low level skill jobs are rapidly disappearing from the American scene. Thus, specialized programs, which may also be costly, must be developed, experimented with, and evaluated. The process will substantially increase the cost of education—which currently is about $900 per pupil per year in New York State.[1]

While the figure may seem high, it is moderate compared with the cost of some other public services. Chart 2 compares the cost of education with some essential social services intended to remedy or alleviate social problems in New York State. To the extent that education can help build successful lives, it pays rich dividends in human happiness and reduces the burdens of society. Good education is good social policy.

It is increasingly more evident that there is a close relationship between earnings and educational attainment; thus, good education is also good economic policy.

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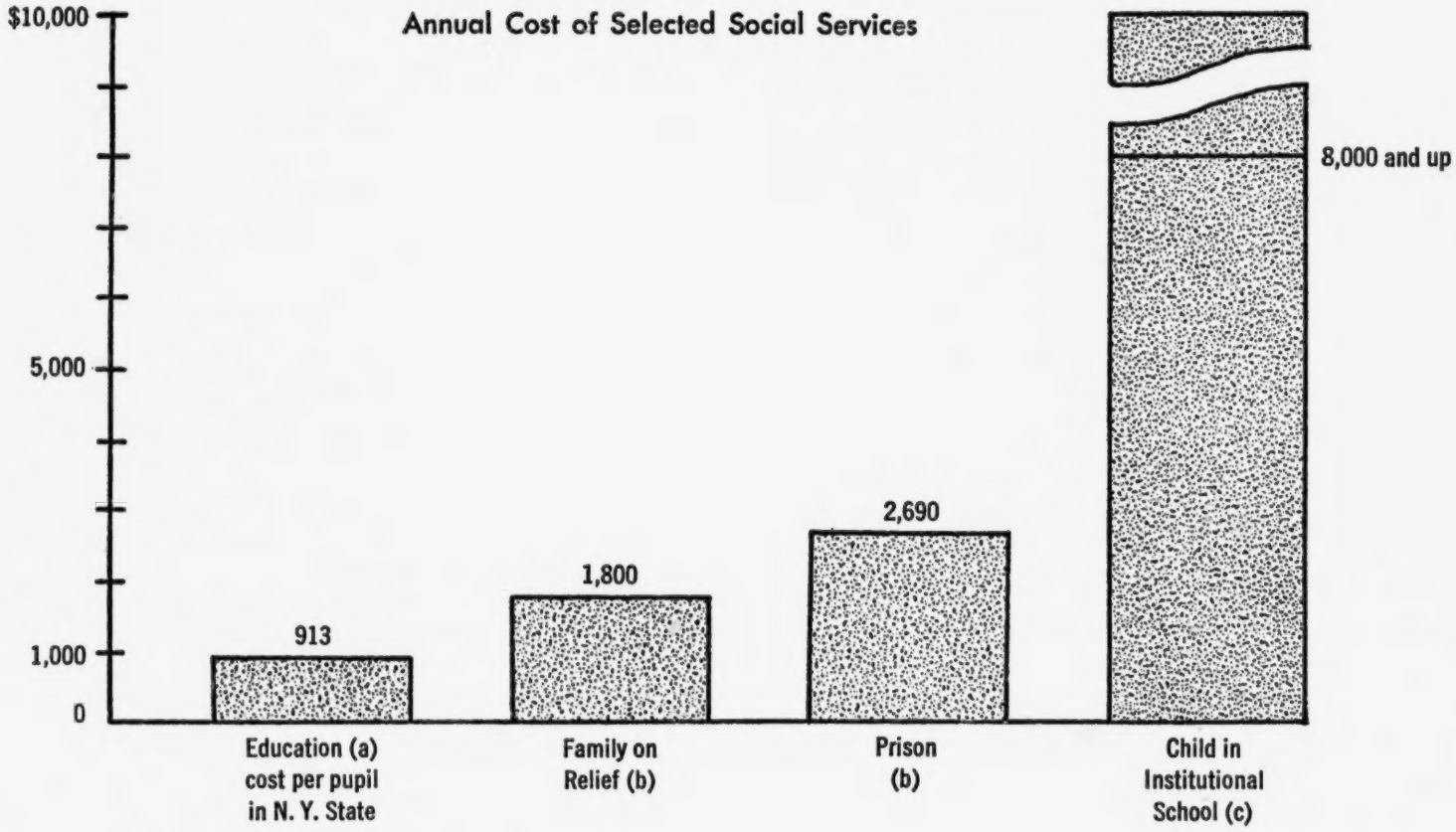
[1] Arrived at by dividing the total current expenditures by the total number of public school pupils in average daily attendance.

CHART 2

Annual Cost of Selected Social Services



Source: (a) NEA, Research Report 1967 — R19; (b) Saturday Review 1/14/67; (c) N. Y. S. Dept. of Social Welfare

The Measurement Problem

Taking an accurate measurement is never a simple task. It requires knowledge of the entity to be measured, and the measuring device to be used, and the reason for taking the measurement. The measurement then must be interpreted with respect to the original reason for taking it. For example, not knowing that there is a considerable temperature difference between the readings on a Fahrenheit and a Centigrade scale could make an expensive difference in winterizing an automobile's engine.

Measuring inanimate objects is indeed difficult, but it is a simple task when compared with measuring items selected from intricate growth and development patterns found within human beings. Standardized achievement tests, for example, are geared to American middle class, white children. Thus, the use of these tests with children from different cultural strata complicates the interpretation of test scores. The entity being measured remains the same, just as the temperature does whether measured by the Fahrenheit or Centigrade scale. While there is an established equation to convert from one scale to the other in temperature, the formula to convert the test scores for culturally different children is not known.

Coleman, who directed an intensive study of the education of the deprived, made two statements that have a bearing on the issue:

> First, the inequality in results of elementary and secondary schooling for different ethnic groups, as measured by standardized tests, is very large for Negroes, Puerto Ricans, American Indians and Mexican Americans. At the beginning of the twelfth grade, these groups were, on the average, three, four, or five grade levels behind whites in reading comprehension, and four, five or six grade levels behind in mathematics achievement.
>
> Second, the evidence revealed that within broad geographic regions, and for each racial or ethnic group, the physical and economic resources going into a school had very little relation to the achievement coming out of it. . . .[1]

[1] From an article by James S. Coleman, entitled "Toward Open Schools" which appeared in the fall 1967 issue of *The Public Interest*. 1967 National Affairs, Inc.

SELECTED PROGRAM RESULTS 1965-66

Grade 4 Results 1965-66

Since it is not possible to establish programs which will benefit every educationally deprived child, the emphasis has been on serving only schools in areas with high concentrations of economically deprived children. Funds are allocated to areas of high economic deprivation and funneled to specific schools within these areas; the objective is to saturate such schools with educational activities whose size, scope, and quality can produce higher levels of attainment and increased opportunities for the educationally deprived youngsters affected.

Most of the available test data have been reported as mean (arithmetic) scores for a whole class or a whole school. In view of this, some selected classes in the State's "Big Six" cities were isolated to show progress made in programs funded under Title I.

The first of these is shown on Chart 3, which concerns itself with a fourth grade class. There were about 3,000 children involved and the Metropolitan Achievement Tests (Primary Battery) were administered in October and again in May of the 1965-66 school year. In the Primary Battery there are four scores: word knowledge, word discrimination, reading, arithmetic concepts and skills.

The tests were "normed" in the New York City area when devised and revised in the period between 1931 and 1964. The reviewers of the test, in their professional journals have criticized it in many respects but primarily because it reflected what it (the test) thought the curriculum should be or "was," as opposed to testing what the curriculum "is." Regardless of the appropriateness of the test the chart makes it clear that while the classes did not get up to grade level in the seven month period between pretest and posttest they made substantial overall gains. The specialized program in reading resulted in gains of nearly one to one; that is, an average gain of six months was made in the seven month period. Noteworthy is the fact that this was a program still in its infancy. The specialized arithmetic facet of the program shows gains in excess of the exposure, that is, 10 month gains were averaged in the seven month period.

This one year of experience indicates that with continued specialized programs over a period of time the educationally deprived may be brought up to grade level.

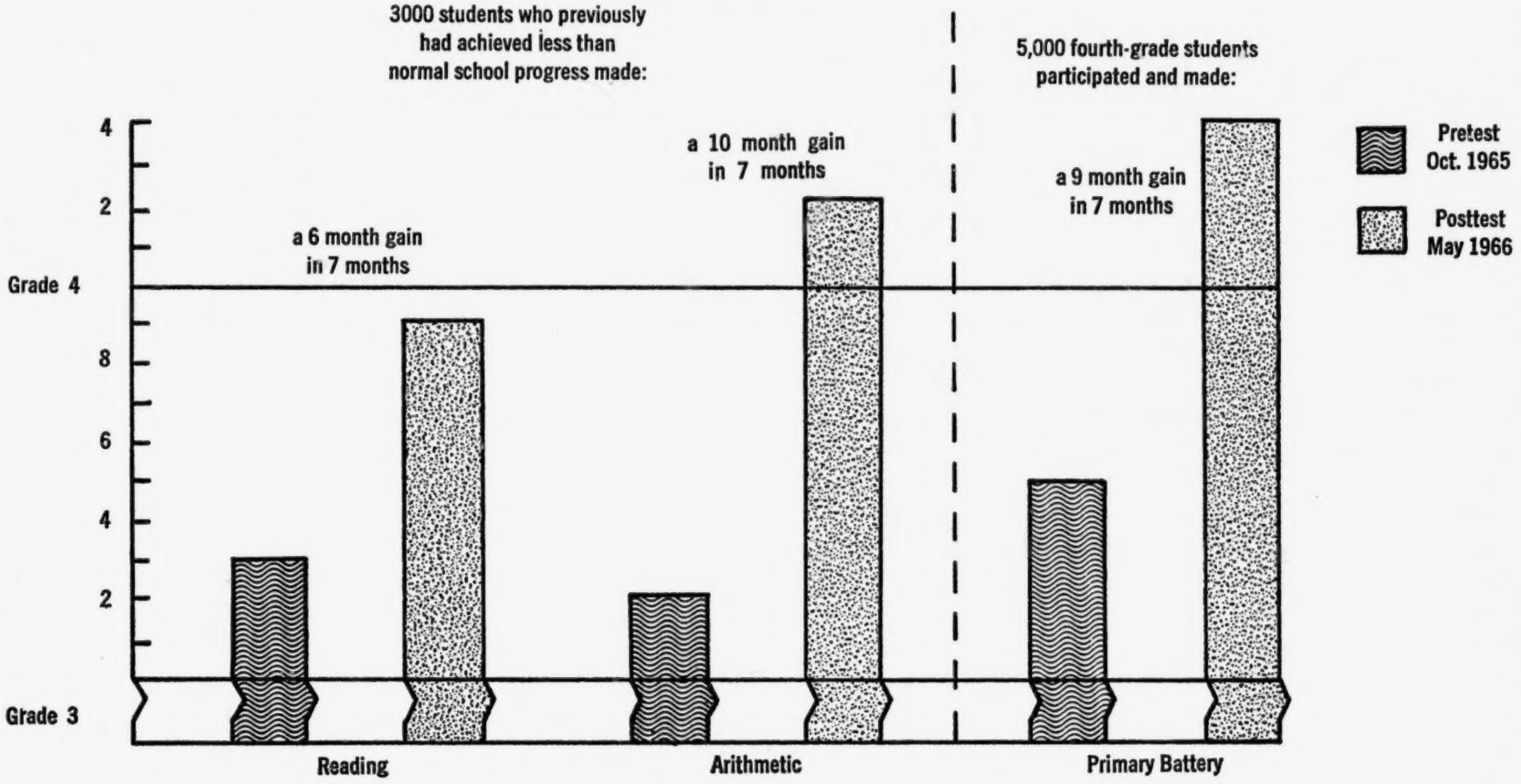
One of the State's cities focused on the prevention of academic failure in the early years by organizing small classes for about 16,000 students, insuring individual attention for each child's needs. In addition to the specialized attention which the children received, intensive teacher training was a part of the program.

Chart 3 also shows the extent of the mean gains at the fourth grade level in the seven month period between the pretest and the posttest for this program; approximately one-third (5,000) of the children were in the fourth grade. The Metropolitan Achievement Test, which was used, has been criticized by its reviewers because it does not reflect the material taught under the heading of "New Math." This and criticisms mentioned earlier may raise questions about the advisability of using the test. But it might be argued as well that no test was designed primarily to measure the achievement of the educationally disadvantaged or the offspring of generations of the educationally deprived. The point being made here is that despite the appropriateness of the test and the somewhat questionable level of the gains achieved, some gains, on the average, were made with these students.

Opponents of this type of compensatory education may point out that: the gains are not comparable to the gains made by an average or control group, the groups receiving the specialized education are still not up to the average grade level after a full school year of work, or the cost may be higher than the measurable value received. On the other hand, the educationally disadvantaged did not get into that category in one year; it may take years to get them out of the category.

CHART 3

Grade 4 Metropolitan Achievement Test Results
1965–66



A large city selected about 22,000 students from comprehensive high schools whose reading achievement was at the junior high school level and offered a specialized program to them for a nine month period.

From Chart 4 it may be seen that on the average a gain of seven months, as measured by the Metropolitan Reading Test, was made by the group during the nine month period.

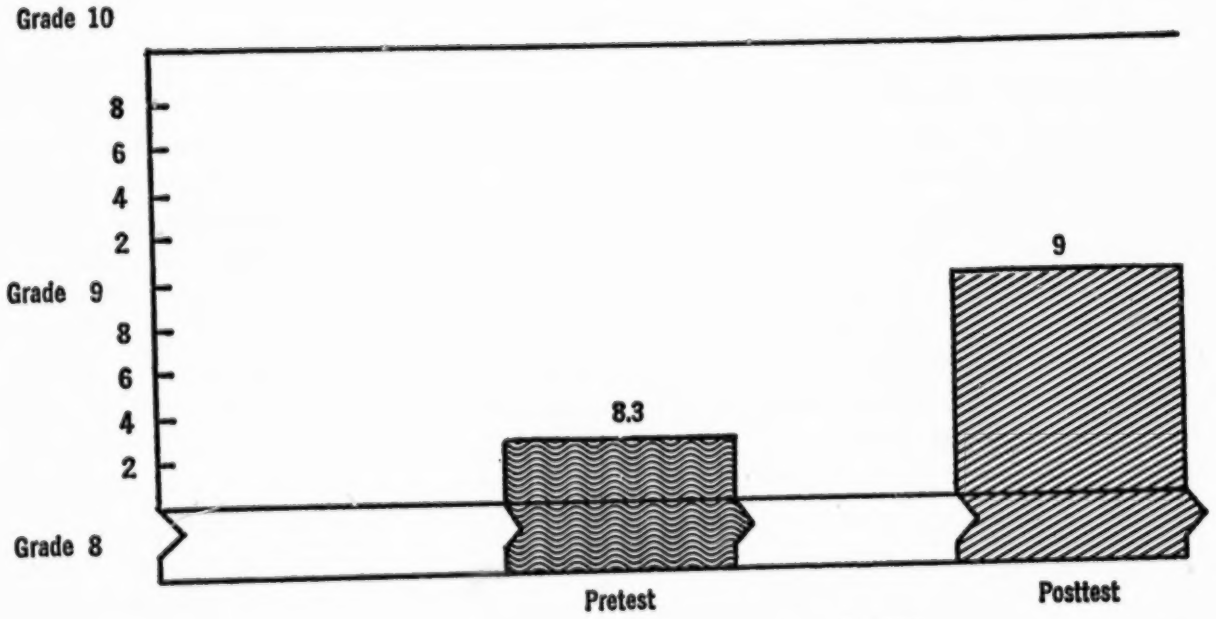
Also, on the chart it may be seen that the group, even with this specialized help, is still not up to the lowest level of the usual high school reading achievement. Therefore, the question should not be, "Why weren't the schools able to succeed with the task in one school year?" Rather, it should be, "How many years of specialized help will be needed in order to complete the task for even a fraction of the group?"

The most important element shown on the chart is the fact that some gains were made. Also, it must be clear that many longitudinal studies will be needed to obtain a better understanding of the causal relationships between groups of educationally deprived and programs for educationally deprived students.

The inference can be drawn that achievement failure patterns are more difficult to reverse at the high school level.

CHART 4

Secondary School Reading Achievement
1965–66



N = 22,000*

*These children were potential dropouts, but participated in this program, and during the nine months made an average gain of seven months in reading achievement.

PROGRAM STATISTICS AND SELECTED RESULTS, 1966-67[1]

Grades 1 through 8
Public and Nonpublic School Results
1966-67

In one of the State's cities a specialized program was made available to about 27,000 children aged 7 through 13 in grades 1 through 8 who were registered in both public and nonpublic schools. The program provided remedial assistance, enrichment, field trips, and a generous portion of concentrated pupil personnel services during the full 1966-67 school year.

Determining the extent of "good" that may be derived from a field trip, from enriching the program, or from providing additional personnel services may depend upon the passage of time or it may never be assessed. A selected jury approach, however, indicated, "There was a marked change in the attitude toward school, teachers and the community by the children."

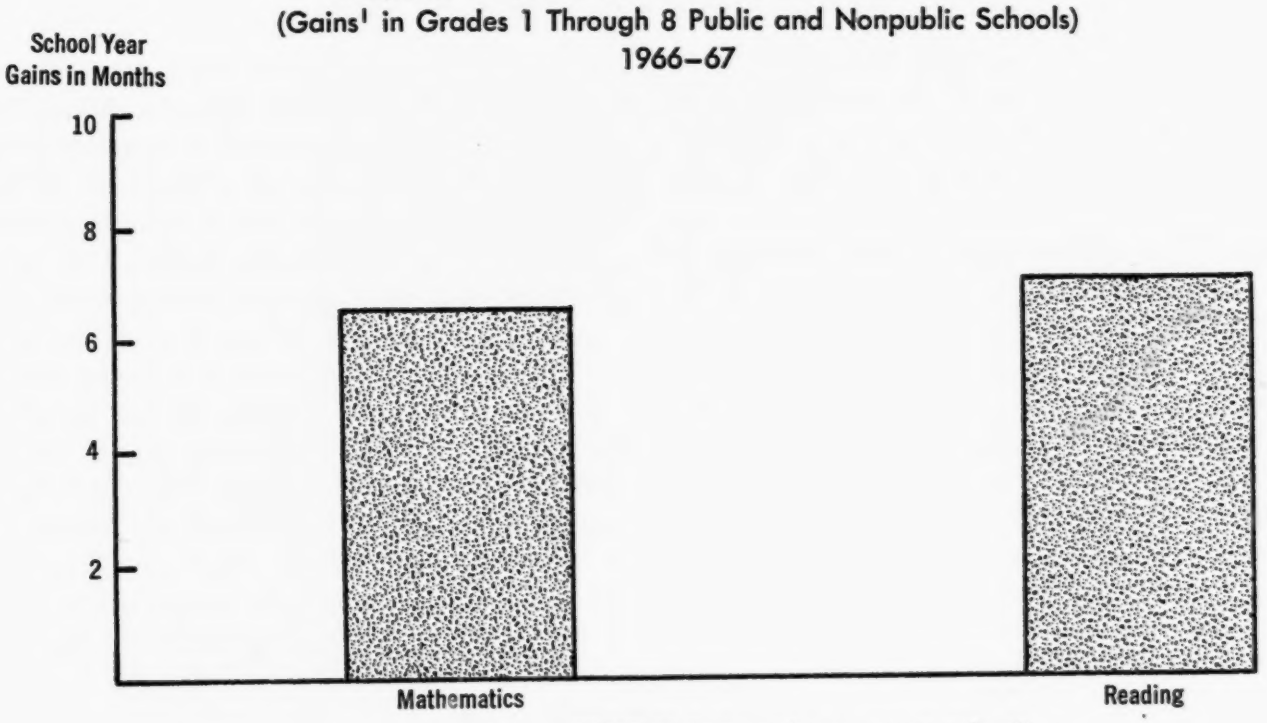
In other fields, especially those wherein measuring instruments have been developed and tested over a period of time, more tangible results are available.

Chart 5 shows that substantial gains were made in the fields of arithmetic and reading as measured by the California Arithmetic and Reading Tests administered in October and May. Reviewers of the tests, however, cautioned that these tests are suitable for use by schools that want to focus their achievement measurement and diagnosis on the traditional, fundamental skills and content in the areas of reading vocabulary and comprehension, arithmetic, and English. There may be certain doubts regarding the validity of a typical test used to measure typical skills and contents in atypical students; the major point, however, is that gains *were* made. In the words of the local evaluators: "These results compare with other programs in operation."

[1] Evaluation procedures changed to require districts to report degree of improvement and methods used to evaluate programs.

CHART 5

Composite Program: Remediation, Enrichment, Services
(Gains[1] in Grades 1 Through 8 Public and Nonpublic Schools)
1966–67



27,000 Students made an average gain of 6.5 months in mathematics and 7 months in reading during a 7 month period.

[1] Average of separate grades.

The Programs Funded

During the 1966-67 academic year various facets of Title I were reviewed in terms of the variety of programs offered for disadvantaged students, as well as for the number and percent of students involved in the programs.

There were 779 operating public school districts in this State in 1966-67. Seven hundred and fifty-four of these were eligible to receive an allocation under the Title I funds. In some cases, however, a district's eligibility might have included so few students that the design of a program proposal did not seem warranted. Thus 743, or 95 percent of the State's total districts, did in fact participate in Title I.

Considered another way, there were 3,248,879 school-aged children in the public schools in the 1966-67 academic year. This constitutes about 77 percent of the State's school-aged children; the remaining 23 percent attended nonpublic schools. About 5 percent of all the children participated in summer programs.

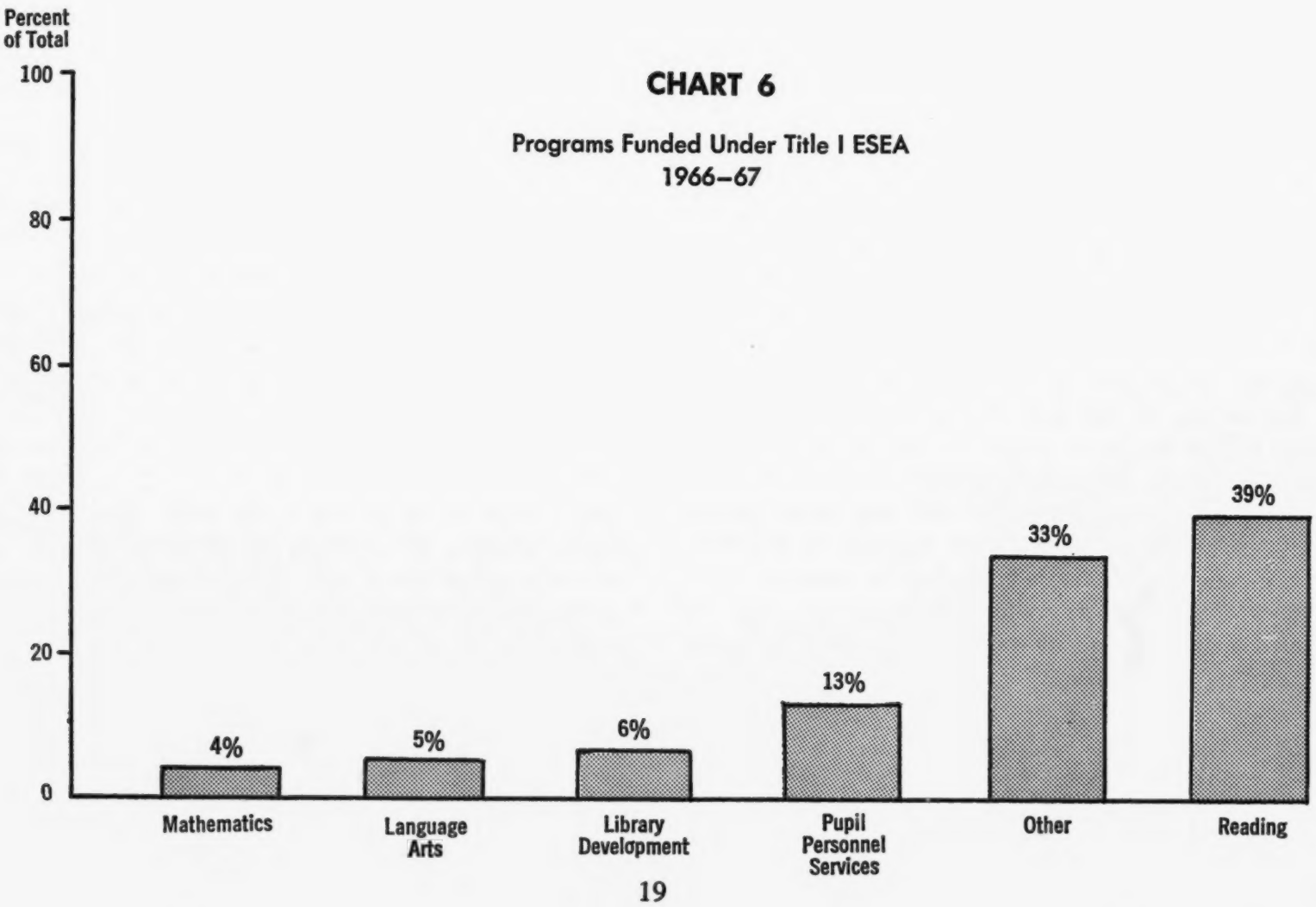
Chart 6 shows the distribution of those programs funded in both public and nonpublic schools. In some cases related topics were forced into these broader categories. It may be seen from the chart that reading programs (including remedial) were the most popular.

Indeed, the remedial aspect of the program permeated every grade level. This may be seen as a "key" to disadvantagement. These young people cannot read at their expected performance level and this deficiency hinders progress in fields requiring reading skills.

The bar classified as "other" includes such programs as art, music, prekindergarten programs, and a variety of offerings in the field of vocational education.

CHART 6

Programs Funded Under Title I ESEA
1966–67



Methods Employed To Achieve Program Goals

School districts were required to enumerate the techniques employed in achieving the goals of their programs. Chart 7 shows the distribution of techniques which constituted more than 5 percent of the total.

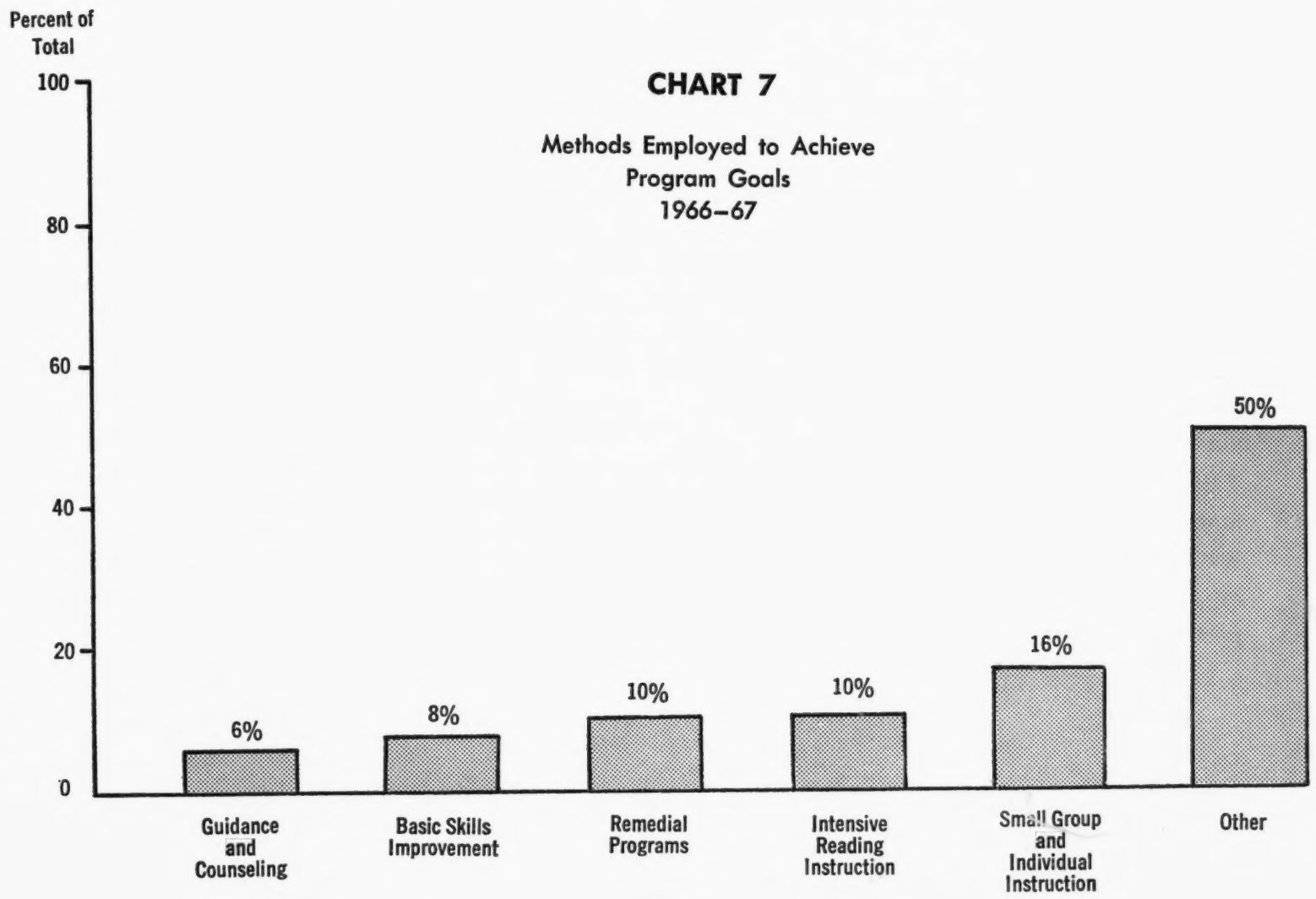
The category entitled "other" included 39 peripheral techniques which were beyond the immediate control of the teacher, such as community service programs, programs for parents, and curriculum modifications.

Noteworthy is the fact that of the five techniques listed which involved direct teacher-student contact, small group and individual instruction was most prevalent. In other words, educators felt that reductions in class size would present a better opportunity for work with individuals who were educationally disadvantaged. This is a very important finding because it might be argued that the type of student who had previously thought of himself as a "nobody" was now in a situation where he was "somebody." If the program employing this technique were even mildly successful the "nobody" would be certain to see self-improvement; thus his initial success might build even further success.

A review of the remaining techniques gives a general indication of the broader nature of the approach. Though the programs permeated all grade levels, guidance counselors were used most at the late secondary level, while programs to improve basic skills were more prevalent at the elementary level. Intuitively these emphases were to be expected; the major thrust was toward reducing the existing lag between average elementary school youth and disadvantaged school youth —the objective being the improvement of tomorrow's generation.

CHART 7

Methods Employed to Achieve
Program Goals
1966–67



Measuring Devices

Statewide the projects were evaluated on the local scene through the use of a variety of techniques in 1966-67 and they are shown in Chart 8. At the State level these items were further categorized by forcing a "fit" into the three classifications which follow:

A. Subjective measures (anecdotal records, interest inventories, observer ratings or inventories, parent ratings or inventories, student ratings or inventories, teacher ratings or inventories, personality tests)

B. Standardized instruments (standardized achievement, diagnostic, and intelligence tests)

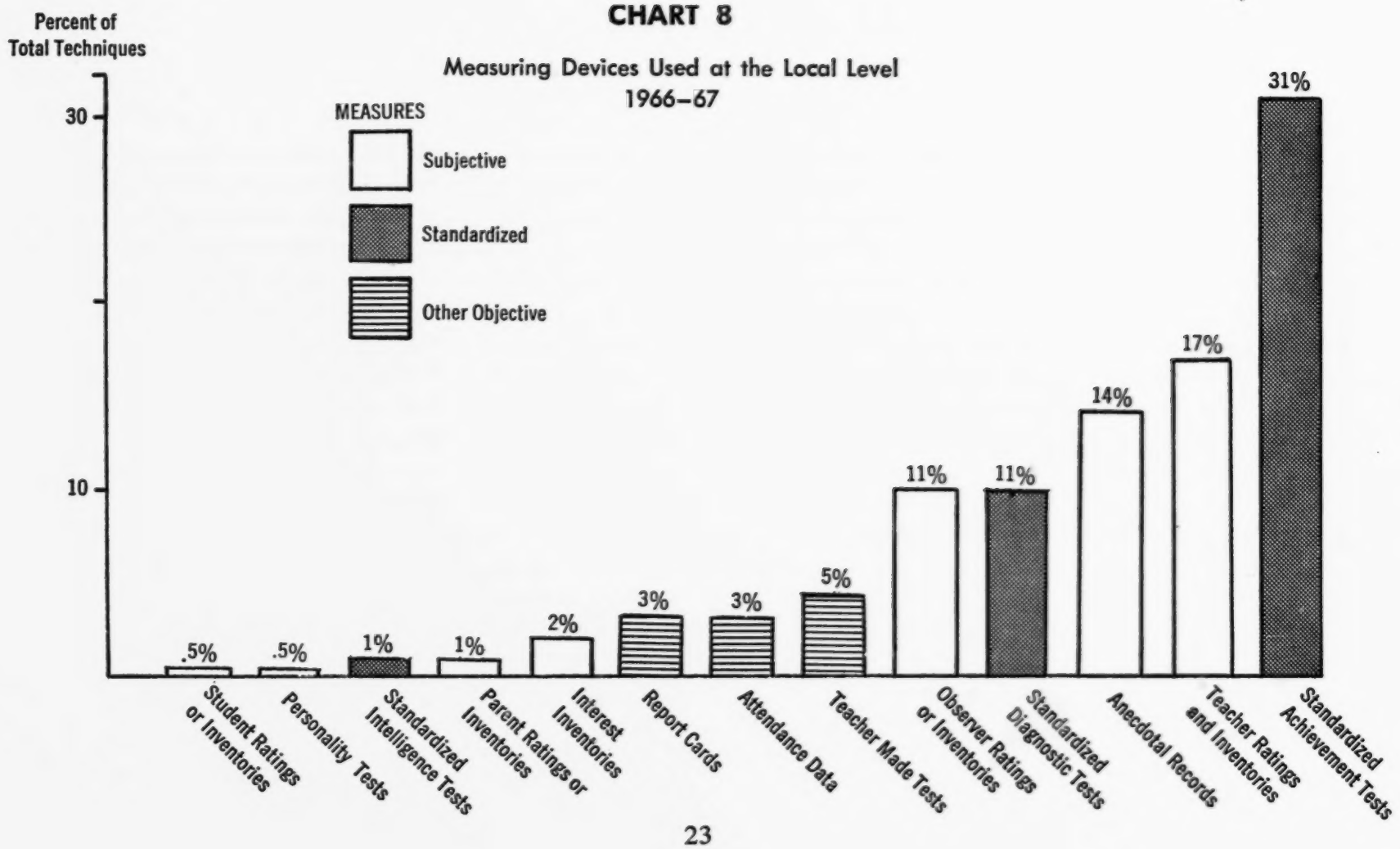
C. Other objective measures (attendance data, report card grades, teacher-made tests, other)

When the local evaluator was asked to rate the effectiveness of either the entire program or the separate programs within the district he was asked to indicate whether the program resulted in "marked" improvement, "some" improvement, or "no" improvement in the students. In addition, he was asked to indicate whether subjective measures were used in whole or in part by him, or standardized instruments or objective devices to arrive at his rank.

From Chart 8 it can be seen that standardized achievement tests were used in 31 percent of the responses for all programs. In other words, regardless of whether or not the test was appropriate it is clear that most of the programs were measured by a standardized test.

CHART 8

Measuring Devices Used at the Local Level
1966–67



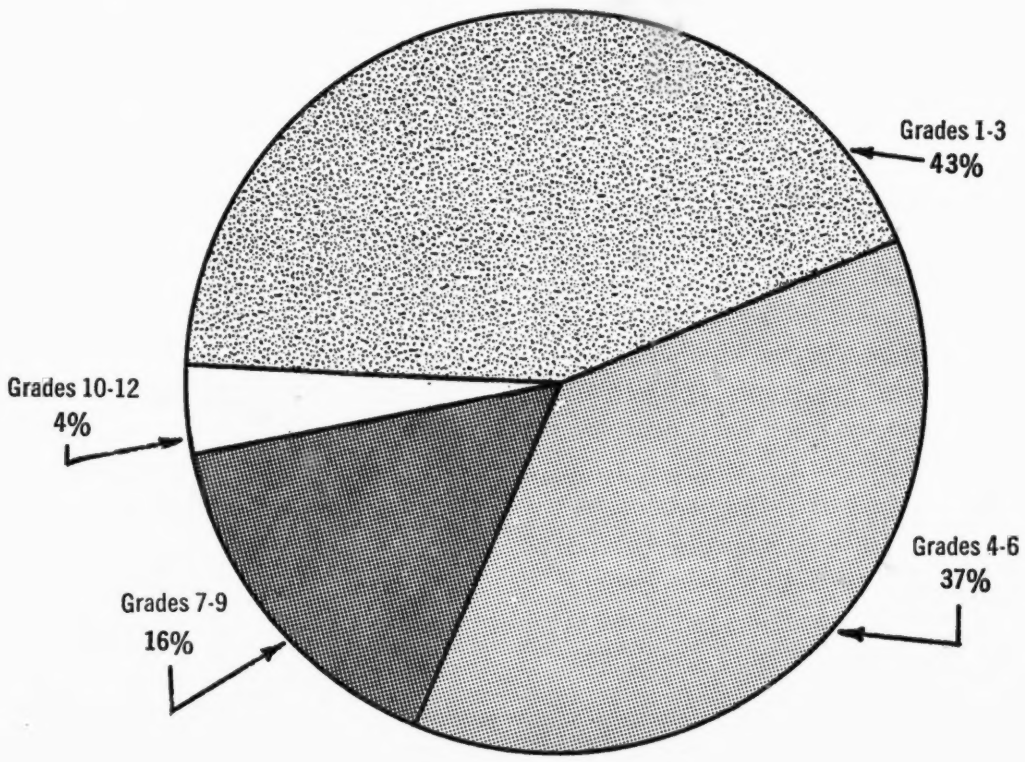
Reading Programs by Grade Level
1966-67

While the more than 300,000 children who participated in reading programs were not evenly distributed by grade level, they did cover the whole range of school organization. Chart 9 shows the percent distribution of the programs. Noteworthy is the fact that 80 percent of the programs were in the elementary grades or grades 1 through 6 and included about 254,000 children. Educators have known that this is where reading problems begin and consequently have planned specialized and remedial programs for this grade group. The Title I funds offered a great uplift for such programs, especially in districts where the problem is great but the funds available to solve the problem are meager.

Especially heartwarming is the fact that though some major problems had been isolated, reasonable techniques to remedy the situations had been applied. The results, when considered on a statewide basis, were favorable and have been measured with standardized tests. Thus, there *is* hope for the educationally disadvantaged in our society.

CHART 9

Percent Distribution of Reading Programs
By Grade Level 1966–67



Program Assessment and General Results 1966-67

The 1965-66 evaluation adhered to the outline suggested by the United States Office of Education, which was designed to acquire comparable data from all of the nation's states. The outline did not lend itself to the kind of reporting which the State of New York envisioned. Thus, the current report utilizes deviations from typical techniques if for no other reason than that the report concerns itself with atypical children.

In 1966-67 in addition to encouraging local schools to collect and use objectively based data for evaluation, the Department prepared coded sheets which enabled local evaluators to categorize programs, objectives, techniques, and measuring devices. Each local evaluator then estimated the effectiveness of his program using one of four categories: (1) marked improvement, (2) some improvement, (3) no improvement and (4) adverse effects. This method expanded the basic Federal requirements for program evaluation.

When all of the projects in the State during the academic year 1966-67 were considered through the previously described series of screens and converted into percents, several interesting facts were highlighted as shown in Table 5. Since only one of the more than 2,000 programs was reported as having had "adverse" effects, it does not appear in the table. One percent showed "no" improvement; 12 percent of the projects showed "some" or "marked" improvement using objectively based devices; 43 percent showed "some" or "marked" improvement when evaluated with standardized tests. Thus, the majority of the projects yielded "some" improvement when measured with objective tests. Another 44 percent showed "some" or "marked" improvement when assessed by subjective methods.

TABLE 5

The Distribution of All Programs by Level of Improvement and Type of Measuring Device 1966-67

Levels of Improvement	Types of Measuring Devices			Total
	Subjective	Objective	Standardized Tests	
Marked	16%	5%	15%	36%
Some	28%	7%	28%	63%
None	0%	0%	1%	1%
Adverse	0%	0%	0%	0%
Total	44%	12%	44%	100%

Reading Programs
1966-67

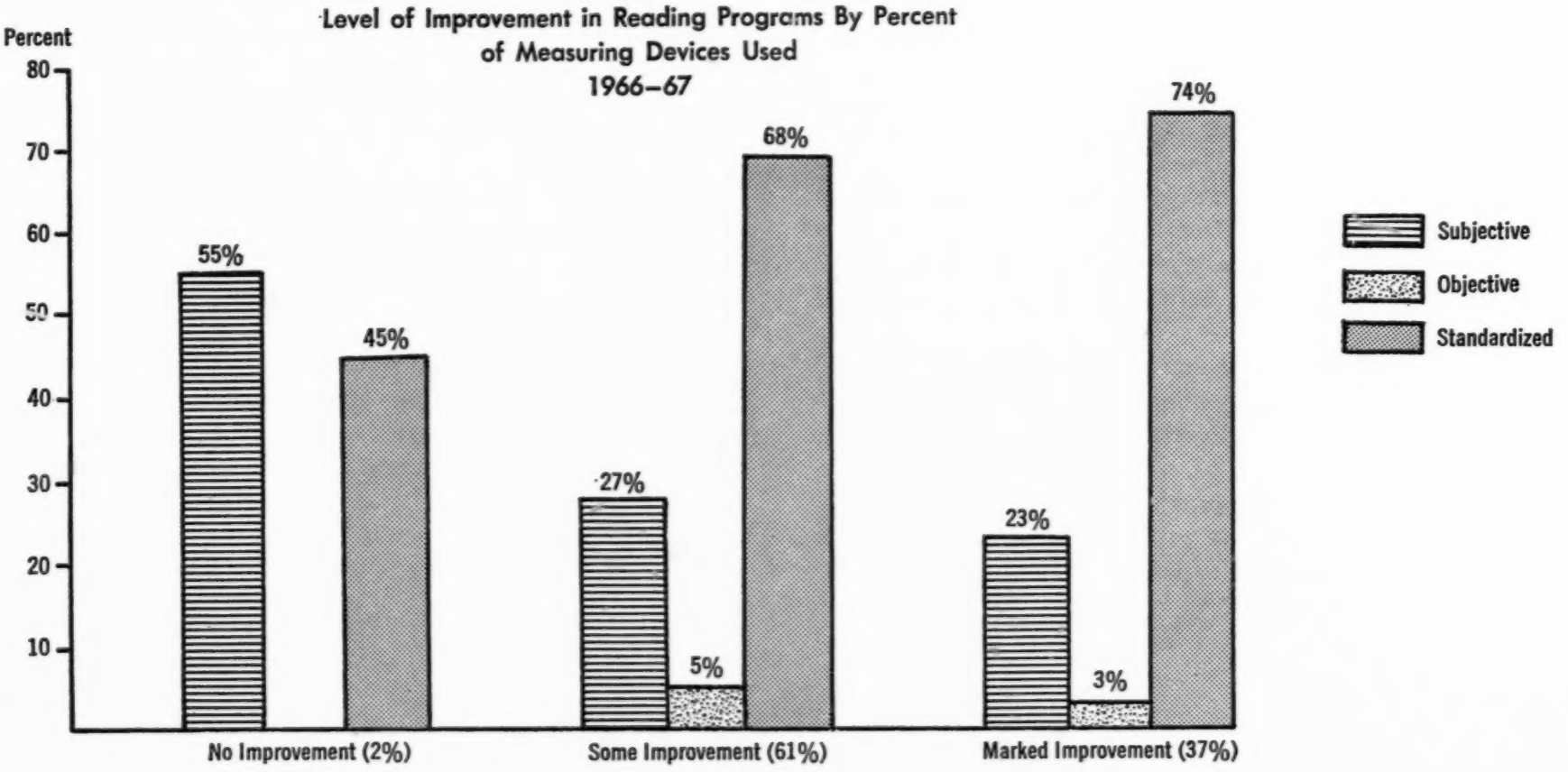
The inability of students to read presents more of a problem to educators than the simple statement implies. Scoring well on many educational tests often hinges upon the reading ability of the students. It was not surprising, therefore, to discover that programs related to reading constituted 39 percent (the greatest single area of concentration) of the emphasis in Title I programs. Over 300,000 children participated in various reading activities. Some were designed to improve reading comprehension (these constituted 55 percent of the reading programs) while others were designed to improve general reading skills.

At the conclusion of the year's work it was discovered that 37 percent of the programs yielded "marked" improvement in students' skills and, furthermore, that 74 percent of these successes were determined with the use of standardized tests as shown in Chart 10. About 61 percent of the programs claimed "some" improvement and 68 percent of these were determined with some standardized tests. Thus, 98 percent of the programs yielded "some" or "marked" improvement in the students, the results being determined by standardized tests. On the other hand, only 2 percent of these programs yielded "no" improvement in the students' reading ability.

Said another way, reading programs which yielded "marked" improvement were determined to do so largely with the aid of standardized tests. Conversely, the reading programs which yielded "no" improvement were so determined largely with aid of subjective judgment.

CHART 10

Level of Improvement in Reading Programs By Percent of Measuring Devices Used 1966–67



SELECTED PROGRAM DESCRIPTIONS

GIANT STEP

Ellenville, New York

Ellenville combined a corrective reading program with a cultural enrichment program to serve 81 educationally disadvantaged students in grades 3 through 7 identified as reading 1 to 2 years below anticipated grade level.

To improve the reading proficiency of the children, this after-school program provided 2 hours per week of tutorial reading instruction, 1 hour of art instruction, and numerous field trips. Teachers were encouraged to integrate the cultural program and field trips into their classroom instruction to provide the means for students to verbalize firsthand experiences. Also available were appropriate instructional materials consisting of books, phonetic materials, tape recorders, filmstrips, projectors, and phonographs. Special care was taken to see that the materials were not the same as those used during the regular school program. This program was extended to include a 4-week morning summer session in which the same students and teachers participated.

In addition to above average attendance, the program has resulted in improved academic achievement. Over the 6 month period, the average gain in both vocabulary and reading comprehension was 9 months.

COLLEGE DISCOVERY AND DEVELOPMENT

New York City

This program of intensive instruction and guidance was designed to prepare youngsters of high school age to enter college. The program began in September 1965 with approximately 580 tenth grade youngsters in 5 schools, one in each of the 5 New York City boroughs, and was recycled in 1966 and 1967 to include 775 additional students.

The student selection criteria are as follows:

1. The student must be in the ninth grade with high potential and low achievement—a class average of 80 is maximum.
2. The income per family member must not exceed $33 per week (the median income per family member of students in the program is $18 per week).
3. Students with serious emotional pathologies are excluded.

Each student is guaranteed admission to some unit of the City University of New York upon completion of the "Discovery" program.

The addition of professional staff at each of the 5 high schools permits intensive instruction in small classes. Trained counselors carry case loads varying from 100 to 130 students. Students from the 4 city colleges serve as tutors to the pupils in the program. Additional resource personnel are recruited from City University.

The curriculum also includes trips to places of interest. Newspapers and pocket editions of books are as vital to the program as special science materials and audiolingual equipment.

Evaluation of these students at the beginning of the program revealed all of them to be potential dropouts. However, of the initial 580 students, 489 are now enrolled in the twelfth grade in 1967 and achieving well. Many of the practices developed in this program have been adapted for use in the College Bound program which began in September 1967 in 24 high schools.

THE PUPIL TRANSFER PROGRAM

Rochester, New York

The basic purpose of the program was to improve the educational opportunities for both urban and suburban children. Both groups of children were attending school in racially imbalanced settings—one predominately Negro, the other all white. Neither group had a full opportunity to become acquainted with children from a variety of cultures.

Twenty-five inner-city first grade children were sent on a voluntary basis to 6 suburban schools in September 1965. In 1966, an additional 25 children began this experience at grade one, while the original first grade group advanced to grade two. The pupils selected were considered average or above average in ability and achievement by their kindergarten teachers.

The test data for the past 2 years at grade one and this past year at grade two show that the overall achievement of the transferred pupils is at least equal to, and in some instances higher than would be expected had these pupils remained in the inner-city school. Specifically, the transferred group had significantly higher achievement in reading comprehension and vocabulary at one and in arithmetic at grades one and two.

READING CENTERS

Tonawanda, New York

Under Title I funding, the City School District of Tonawanda conducted a comprehensive reading program in 5 reading centers for 305 students ranging in age from 6 to 18 years. The program focused on the prevention of reading problems in elementary school children and the correction of reading difficulties in secondary schools; it was designed to upgrade the reading ability of those children not reading at a level commensurate with their IQ's.

Fourteen teacher aides were recruited and trained to assist the six reading specialists. An inservice program for 134 elementary and secondary teachers was conducted to enlist the cooperation of the general faculty. The services of a reading consultant from the State University of New York at Buffalo were recruited to assist reading teachers and advise on available reading resources.

Students received daily individual or small group instruction to improve reading and attention skills.

Through the use of subject area teachers who taught reading and study skills related to their subject specialities, the program was intensified and extended to include English, social studies, and science. In addition, the school librarian made available a supply of high-interest low-vocabulary materials to support these areas.

At the conclusion of the 10 month program, gains in reading ability ranged from 1½ to 3 years. During the year, 10 percent of the children returned to regular classes and were reported to be achieving at a satisfactory level.

CONCLUSIONS

New York State organized the administration of Title I, ESEA to achieve optimum results. The legislation was designed primarily to provide educational assistance to groups of children who have not made normal progress in school learning. The local communities identified their major problems, wrote proposals for solving the problems, reviewed their plans with the State Education Department, and went to work. The results were:

A. Upon the conclusion of the first year (1965-66) of experience it was felt that:
   1. Local designs needed further study and planning
   2. Local educators were still in the planning and experimental phase
   3. The results showed promise but no great forward strides

B. In the ensuing period (1966-67) many designs were successfully revised.

C. The staff both at the State and local levels applied their previous experience to the task.

D. Positive results are being achieved.

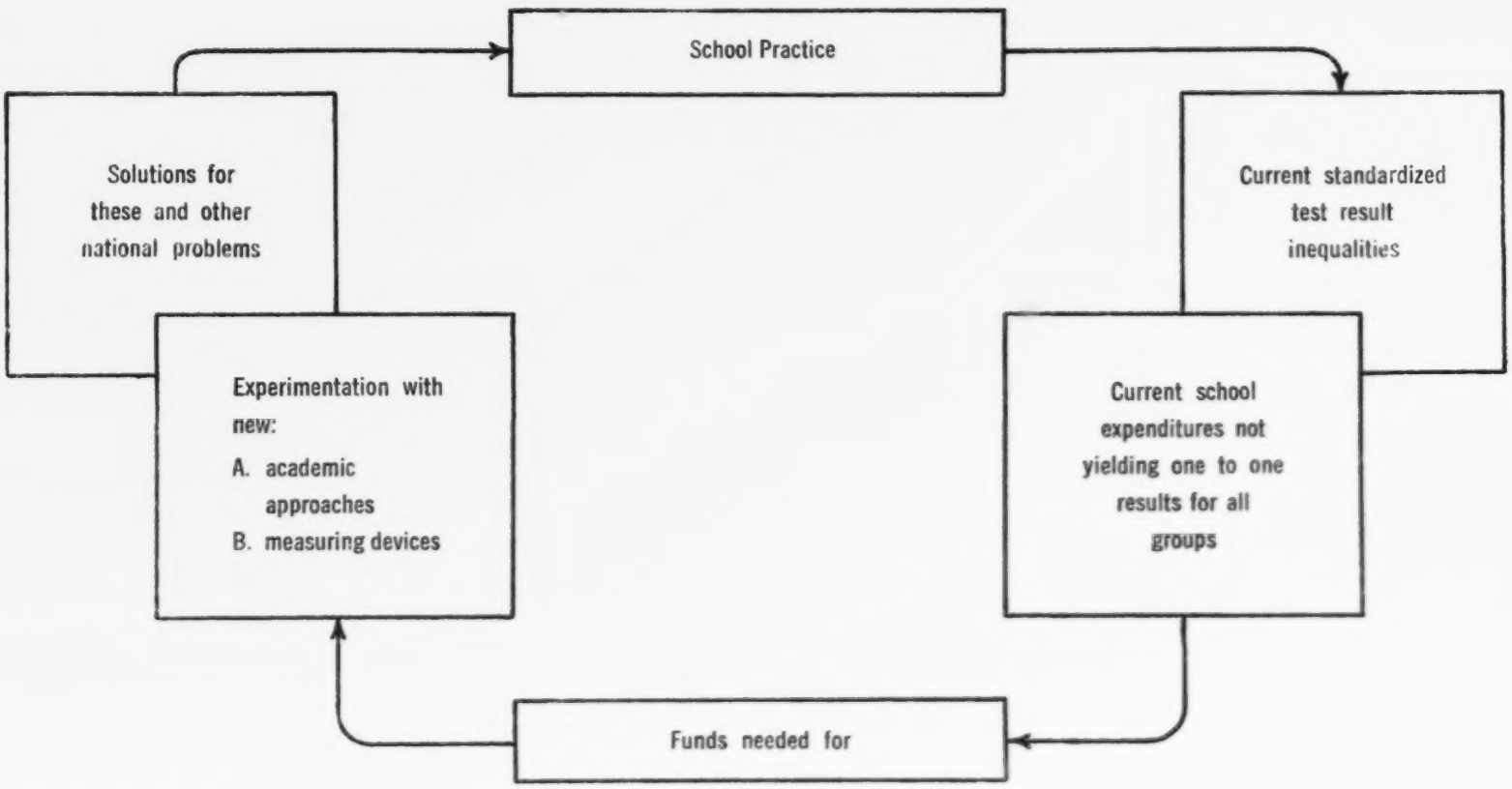
E. The educational gap between the average American child and the average educationally disadvantaged child can be narrowed and is, in fact, being closed. Continuing funding may show if any gap need exist at all. (See Chart 11.)

F. Some gains were made in every major area of emphasis, i.e., reading, pupil personnel services, library development, language arts, and mathematics.

G. Program areas with large numbers of the educationally disadvantaged and related gains measured with standardized tests were singled out for closer scrutiny. In general, progress is being made — Title I *is* effective, and its services will be more economical to provide than the social service costs of welfare, prison, or other institutional care.

CHART 11

The Need for Continued Funding


School Practice
Solutions for these and other national problems
Current standardized test result inequalities
Experimentation with new:
A. academic approaches
B. measuring devices
Current school expenditures not yielding one to one results for all groups
Funds needed for